

**No Child Left Behind (NCLB)  
and California's Local Education Agency Plan (LEA Plan)**

**Safe and Drug Free Schools and Communities (SDFSC) Program and Tobacco Use Prevention Education (TUPE) – A Program under NCLB**

**Performance Goal 4:** “All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Purpose of this Executive Summary:** This document provides BEST information for use in requesting a “Promising or Favorable Programs (Waiver Required)” under SDFSC funded programs. Information for “Promising or Favorable Programs (Waiver Required)”, p. 47 of LEA PLAN is available at <http://www.cde.ca.gov/pr/leap/> .

**1. What does the “Building Effective Schools Together” (BEST) whole school intervention provide?**

BEST (Sprague et al., 1999; 2003) provides a standardized staff development program aimed at improving school and classroom discipline in schools, and associated outcomes such as school violence, and alcohol, tobacco and other drug use. It is based on the Effective Behavioral Support (EBS) (Sugai and Horner, 1994, Sprague, Sugai and Walker, 1998; Sprague, Walker, Golly et al., 2002) model developed at the University of Oregon and the National Center on Positive Behavioral Interventions and Supports ([www.pbis.org](http://www.pbis.org)) (an Office of Special Education Programs funded researched center). The mission of the BEST program is to facilitate the academic achievement and healthy social development of children and youth in a safe environment conducive to learning.

**2. What are the measurable outcomes of BEST?**

Other researchers using similar and the same techniques have replicated Building Effective Schools Together and similar models. The effects of the intervention are documented in a series of studies implemented by researchers at the University of Oregon (Metzler et al., 2002; Sprague, Walker, Golly, et al., 2002; Taylor-Greene et al., 1997, see also [www.pbis.org](http://www.pbis.org) for the latest research studies and reports). Studies have shown reductions in office discipline referrals of up to 50%, with continued improvement over a three-year period in schools that sustain the intervention (Irvin, Tobin et al., in press).

**3. To what extent has prevalence of risk behaviors been prevented and protective factors, or assets been increased?**

Studies are underway now to relate the quality of implementation to changes in student and staff behavior, as well as documenting changes in student attitudes and self-reported problem behavior.

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In studies employing the components included in the BEST program, reductions in antisocial behavior (Sprague et al., 2002), vandalism (Mayer, 1995), aggression (Grossman et al., Lewis et al.), later delinquency (Kellam et al., 1998; O'Donnell et al., 1997), alcohol, tobacco and other drug use (Biglan et al., 2002; O'Donnell et al., 1997) have been documented. Positive changes in protective factors such as academic achievement (Kellam et al., O'Donnell et al., 1997) and school engagement (O'Donnell et al., 1997) have been documented using a positive school discipline program such as BEST in concert with other prevention interventions.

#### **4. Supporting Bibliography**

Attachment 2 has expanded information and bibliography for further reference. Core messages of the BEST are available at <http://www.calstat.org/behaviormessages.html> or <http://www.calstat.org/bestpractices.html>